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TITLE Staff Development in Career Education for the Elementary School. Description of Teacher Inservice Education Materials.

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DESCRIPTORS Career Choice; *Career Education; Community Resources; *Elementary Education; *Inservice Teacher Education; Instructional Materials; Teacher Improvement; *Validated Programs

ABSTRACT

The inservice teacher education course described is designed to aid the elementary school teacher to either help install a career education program or enrich such a program already established. Included in this descriptive report is an outline of the scope and sequencing of topics contained in the modules, activities, and resources involved in use of the product, and ordering information. A critique of the modules is provided. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: STAFF DEVELOPMENT IN CAREER EDUCATION FOR THE ELEMENTARY SCHOOL

Publication Date(s): Copyright 1974

Intended Users: Pre-service and inservice teachers who are interested in their roles and responsibilities in career education

Grade Level(s): Elementary school

Number: Individual and small groups

Primary Focus: Aiding "the elementary school teacher, to either help install a career education program or to enrich an already established program"; and building skill, increasing knowledge/understanding, and promoting attitude changes are emphasized.

U.S. DEPARTMENT OF HEALTH
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School subject(s) and/or in-service topic(s) covered: Items include: career education in elementary schools: 1) Career Education - An Integrating Process, 2) Career Development, 3) Self-Concept Development, 4) Child Study, 5) Curriculum, 6) Community Involvement, 7) Career Education and Minorities.

What participant does in using the materials: The participant: administers and scores test, investigates and analyzes laws, discusses and evaluates career choice factors, reads, conducts discussions, infuses career development goals and content into career educational program, integrates community resources into career education programs, discusses and evaluates the problems of minority groups in career education.

Resources:

Seven paperback modules, and an instructor are needed. Time spent is at the discretion of the user. If the entire system is used, it might take one year to complete.

Describer critique:

This is a valuable product. The format, directions for the coordinator, annotated bibliography, listing of objectives, study guides and its freedom from jargon are all strengths of the product.

CE 13
M 33
SS 17
TS 42

(CE) - awareness (N) - self-concept (TS) - community resources
(SS) - field trips (MCE)

1.0 PURPOSES:

Developers state the purpose with the following: "This staff development program has been designed specifically as a guide to facilitate the preparation of elementary school personnel for their roles and responsibilities in career education."

GOALS & OBJECTIVES. Developers gave the following tasks to perform:

Module 1 - To describe career education and its supporting rationale to explain some education and social needs that have stimulated the development of career education,

To identify some major goals of career education,

To delineate the basic principles that underlie career education, and

To formulate a working definition of career education.

Module 2 - To identify key concepts of each of the major career development theories,

To identify broad and local curriculum goals,

To describe relationship between career development concepts and local and curriculum goals .

Module 3 - To define self-concept,

To describe difficulties in measuring self-concept, and

To examine one's self-concept by using a standardized instrument.

Module 4 - Define child study and describe its supporting rationale,

Recognize factors that influence child study, and

Be aware of the developmental basis of career education,

Module 5 - Define the infusion process,

To understand the teacher's role in the change process of infusing career development concepts into the curriculum,

To understand obstacles and approaches to change, and

To recognize strategies for implementing career education in the schools.

Module 6 - Analyze use of community volunteers - consider problems and solutions

List as many sources of community resources as possible, and

Formulate procedures to contact citizens to ask for their help.

Module 7 - Evaluate effect of schools on later "success" of students.

Identify advantages and disadvantages of career education for minority groups, and

Re-examine the goals of career education.

2.0 CONTENT — Scope and Sequencing of Topics:

The material is divided into 7 modules:

Module 1 - Career Education: An Integrating Process (overview of career education - historical evolution of career education - viewpoints on career education - state and national career education models - roles and responsibilities) 48 pp.

Module 2 - Career Development Theories (major career development theories - application of career development theories) 18 pp.

Module 3 - Self-Concept Development (defining self-concept - self-concept theories - teacher attitudes - self-concept and career choice - self-concept measuring instrument - self-concept development program - developing a self-concept program) 36 pp.

Module 4 - Child Study (purposes of child study - value clarification - techniques of child study - planned child study) 27 pp.

Module 5 - Curriculum (infusion - infusing career development concepts - creative problem solving - curriculum materials - "Hands On" - occupational clustering and career information systems) 70 pp.

Module 6 - Community Involvement - (community involvement - community volunteers - the field trip - classroom interviewing - role-playing) 29 pp.

Module 7 - Career Education and Minorities (career education and minorities - racism awareness - sex-role stereotyping - a coordinator's unit: concerns, reservation, resistance) 32 pp.

"The seven modules comprising the program can be used individually, according to areas of highest need and interest, or as a comprehensive program of staff development for career education in the elementary school."

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

- Module I Investigate and analyze national and state legislation re: career education
- Module II Discuss and evaluate career choice factors; read relevant material and develop activities
- Module III Administer and score the Tennessee self-concept scale; share results with teachers
- Module IV Conduct discussion relating to developmental basis of career education
- Module V Infuse career development goals and content into career education program
- Module VI Integrate community resources into career education program
- Module VII Discuss and evaluate the problems of minority groups in a career education

In each module, the user administers and scores a test, investigates and analyses laws, discusses and evaluates career choice factors, reads, conducts discussions and takes part in specific activities.

3.2 Help given in use of product:

The coordinator's preface in each module gives full instructions to administering the program.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

"An assessment should be conducted to determine which of the modules are most pertinent to local interests and needs. The sequence in which the selected modules are used can be determined at the local level."

There are post-assessment instruments given with each unit to be administered by an instructor or participant.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Time spent is at the discretion of the user or coordinator, depending on the number of modules used. If the entire system were used it might take a full year.

Classroom space and normal equipment are needed.

Coordinator is required

Other staff members and students and community personnel are needed.

5.2 Distributor name/address:

Dr. Robert Norton
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43201

(614) 846-3655

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
STAFF DEVELOPMENT IN CAREER EDUCATION FOR THE ELEMENTARY SCHOOL (7 Modules/paperback)	\$15.00	-	1/participant	Yes
1. Career Education - An Integrating Process	\$3.50			
2. Career Development Theories	\$1.50			
3. Self-Concept Development	\$2.00			
4. Child Study	\$2.00			
5. Curriculum	\$4.00			
6. Community Involvement	\$2.50			
7. Career Education and Minorities	\$2.50			

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Robert E. Norton, Research and Development specialist at the Center for Vocational Education, The Ohio State University at Columbus, initiated the development, authored sections, edited and coordinated work with authors and revisers during development and testing. Key staff included:

Charles W. Ryan - Associate Professor, Counselor of Education, Univ. of Maine;
James J. Muro - Associate Dean, College of Education, Univ. of Maine;
Carolyn Ebling - Associate Director, Education for Success, Queens College,
City College of New York; and
Ruth Ferguson - Chairman, Elementary Education, Pace University.

6.2 How developed and when:

Product was extensively field-tested over a wide geographical area, e.g., public schools of Maryland, Ohio, New York, Michigan, Arizona and California. The personnel of these school districts tested this program under a variety of natural field conditions and offered suggestions for its improvement.

During 1972 to 1974, Dr. Norton worked closely with personnel in the six school districts and made appropriate revisions after field-testing.

6.3 Evidence of effectiveness with users:

While there is no formal information, one of the developers, Ruth Ferguson, has reported that the product has been highly successful in the New York City School system among classroom teachers.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product was developed to set up a program of career education in the elementary schools. It is appropriate in meeting this need. The product is adaptable for junior high school level. The quality is enhanced by: the organization of the product, the clear language, the annotated reference material, and the clearly defined study exercises and objectives.

Although the paper cover is not durable in itself, the modules were developed with three holes in the side so that they can easily be put into a three ring notebook.

Content accuracy/social fairness/community acceptance issues:

The content appears to be factually accurate.

The developers seem to have gone out of their way to make people aware of possible ethnic or sex bias in themselves, the school and in the wider community.

Because the nature of discussions (for groups of teachers) touches on a broad range of personal feelings, some persons might object to the use of these open-ended sessions as a learning method.

Overall summary/comment:

This is a valuable product. The format, directions for the coordinator, annotated bibliography, listing of objectives, study guides and its freedom from jargon are all strengths.